DOCUMENT RESUME

ED 074 181 UD 013 382

TITLE	College Adapter Program Orientation and Assessment. Manpower Education Monograph Series, Volume I.
INSTITUTION	Higher Education Development Fund, New York, N.Y.
SPONS AGENCY	Manpower Administration (DOL), Washington, D.C.
PUB DATE	31 Jul 72
NOTE	65p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*College Preparation; Dropouts; Educational Diagnosis; High School Graduates; Inner City; *Manpower Development; *Orientation; Orientation Materials; *Post Secondary Education; Secondary Education; *Student Evaluation; Technical Occupations; Vocational Education
IDENTIFIERS	CAP; *College Adapter Program; New York City

ABSTRACT

The College Adapter Program (CAP) is a program to train inner-city young men and women with high potential for post-secondary technical training. These young men and women either have dropped out of high school, or have been insufficiently prepared in high school for further educational training. The Orientation monograph is a statement of those considerations, objectives, and procedures that the CAP staff believes are important for a successful orientation. The primary purpose of the Orientation Monograph is to present both the method through which orientation definitions were formulated at CAP, and the models that can be adapted to other programs. The suggestions that the CAP staff believes are significant for a successful orientation are presented here: determining orientation purposes; preparing for the program; designing and achieving course objectives; and, scheduling the program. The Assessment monograph is a statement of those considerations, objectives, and procedures that the CAP staff believes are important for an effective evaluation program. The primary purpose of the Assessment monograph is to present some practical suggestions for methods to design a comprehensive testing program, which have proven successful in CAP and can be adapted to other programs. (Author/JM)

ED 074181

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

MANPOWER EDUCATION MONOGRAPH SERIES

VOLUME I:

COLLEGE ADAPTER PROGRAM ORIENTATION AND ASSESSMENT

UD 013362

Prepared Under Manpower Administration Contract No. 42-36-72-03 by the Staff of the Higher Education Development Fund, 215 West 125 Street, New York, New York 10027

The Manpower Education Monograph Series was prepared under a contract with the Manpower Administration, U.S. Department of Labor. Organizations undertaking such projects under the sponsorship of the Government are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in these documents do not necessarily represent the official position or policy of the Department of Labor.

FOREWORD

The preparation of these monographs has been guided by a desire to share the concepts and experiences of the model College Adapter Program. This approach has given the series its format, in which alternatives and suggestions are offered in place of rigid prescriptions. We have sought flexibility and usefulness in these materials, rather than neat formulas which might have little applicability to the diverse settings characteristic of manpower training programs.

The entire staff is indebted to the Manpower Administration, U.S. Department of Labor, for the generous leeway given to the adoption of this approach and for their support of the Manpower Education Monograph Series. The Administration recognized the encompassing need the monographs could serve and has allowed us to apply our own best judgement. The guidance of Messrs. Judah Drob, Robert Greene, Charles Phillips, Joseph Seiler and Thaddeus Walters, all of the Office of Policy, Evaluation and Research of the Manpower Administration, has provided very substantial encouragement in the development of both the College Adapter Program and the monograph materials.

In New York City, the College Adapter Program has been able to work with and to guide more than 500 students to successful study in the community colleges of City University of New York, largely through the funding of the City's Manpower and Career Development Agency. Joseph Rodriquez Erazo, the Commissioner of this agency, has been one of the first manpower administrators in the nation to implement major changes in the traditional definitions of manpower training, so that students who formerly had training options limited to manual skills now can proceed instead to technical training at the college level. Such college level training is a goal for both high school graduates and non-graduates in the College Adapter Program.

In that each group of trainees and each program staff are of unique nature and, in fact, redefine their objectives and needs as their program develops, I believe the series will be of enormous help in such development. These monographs can provide support where similar solutions to similar training problems are tried; our hope is that they will provide a springboard for still other and improved solutions.

Manpower training efforts are still too frequently ineffective. Our staff is convinced that substantial failures have resulted because the educational services of these efforts have been terribly slighted. Manpower administrators have characteristically left education components without the policy and funding emphasis that will develop them into vital counterparts of skills training components. The trainees themselves in innumerable programs have paid the price by leaving training without the combined skills they need.

For this reason, the Manpower Education Monograph Series is a pioneering work in reporting effective demonstration of linkage between strong educa-

tional services and manpower objectives. As such, the series will assume major significance in the manpower field.

The practical experience in which the monograph materials are rooted has been the result of the educational experiment first proposed and sponsored by the City University of New York (CUNY) through its Office for Community College Affairs. Successively, the program benefitted from the direction and mature insight of Deans Martin Moed, Leon Goldstein, James McGrath and Howard Irby.

Major improvements and continued honing of the quality and effectiveness of College Adapter training have resulted from the guidance provided by the College Adapter Board of Advisors, established by the City University. Members of this Board, who on many occasions have yielded their own precious time in favor of the students and staff of the program, are: the Chairman, Dean Fannie Eisenstein, Office of Continuing Education, New York City Community College; Dean Allen B. Ballard, Jr., Academic Development, City University of New York; President James A. Colston, Bronx Community College; Mrs. Elmira Coursey, Assistant to Vice-Chancellor for Urban Affairs, City University of New York; Dr. Julius C.C. Edelstein, Urban Affairs, City University of New York; President Leon M. Goldstein, Kingsborough Community College; Dean Henry Harris, Staten Island Community College; Professor Peter Martin, College Discovery Program, City University of New York; Vice-Chancellor Joseph Meng, Academic Affairs, City University of New York; Dr. Eleanor Pam, Associate Dean of the College, Queensborough Community College; Dean Seymour Reisin, Bronx Community College. Similarly, the program has benefitted from the experience and advice of members of the Board who are graduates of the College Adapter Program. They are: Mr. Charles Bannuchi, Brooklyn; Mr. Samuel Jackson, Manhattan; Mr. Nelson Nieto, Queens; Mrs. Shelia Williams, Brooklyn.

The College Adapter Program Monograph Series is an expression of the work and devotion of all who have contributed to the evolution of the College Adapter Program, yet I would like to acknowledge those members of the program staff who have assumed particular responsibility for carrying out this challenging work for the Manpower Administration.

The foundation for the work was the experience of the students and teachers, and the expertise of twelve teachers in the College Adapter Program who served as Research Teachers for the duration of the project. Their material and suggestions as to curriculum, assessment and orientation were uniformly excellent.

In the areas of mathematics, they were Iwo Abe, Donald Hamilton and Mary Small; in tutoring and individualized study, Calvin Kenly and Valerie Van Isler; in bilingual education, Florence Pegram and Richard Rivera; in Language Arts, Bill Browne, Bobb Hamilton, Barbara Hill, Ned McGuire and Sipo Siwisa.

The delicate task of translating a working counseling effort into written text was ably assumed by Anthony Santiago, who was guided by the sugges-

tions of College Adapter Supervising Counselors, Robert Belle and Bill Temple, as well as by Counselor Lynn Teplin.

The general direction of the project, which was characterized by an admirably even-handed shaping of the work to conform to the sole criterion that the monographs have maximum practical usefulness, was carried out by Robert Hirsh, Deputy Director of the Higher Education Development Fund. Mr. Hirsh also assisted the General Editor of the series, Carole Weinstein, in writing major sections of the monographs. Ms. Weinstein assumed with enthusiasm and care the mammoth job of organizing the material into its final form, paring it down and expanding it where needed, in order to achieve throughout the series a uniform and readable style of writing. Aiding Carole Weinstein in these tasks, as well as assuring consistency in tone and structure of the text, was the Associate Editor, Louise Baggot. Her work was surpassingly diligent and was critical to the quality of the series. Edwina Dean, a new member of the staff who assumed editorial responsibilities, capably executed the difficult task of guiding the material from original manuscript to final print, as well as contributing to the final additions and revisions in style and format. Finally as the National Coordinator of Technical Assistance for the Higher Education Development Fund, Richard James guided the formation of the monographs with keen insight into their application to a wide variety of educational and manpower training programs, from universities to small but equally important out-of-school Neighborhood Youth Corps programs. He was ably assisted in this effort by the Training Coordinator, Freeman Jackson.

Kyna Jen Simmons, whose proficient organization and direction of the clerical assistants was coupled with her excellent secretarial skills, contributed to the preparation of the monographs -- from drafts to final copy -- with diligence and devotion. Patricia Bryson, Sharon Christopher and Karen Pitter provided outstanding support to Kyna throughout the preparation.

Norman Palmer
Executive Director
Higher Education Development Fund
New York, New York
July 31, 1972

MANPOWER EDUCATION MONOGRAPH SERIES

PREFACE

The College Adapter Program (CAP) is a program to train inner-city young men and women with high potential for post-secondary technical training. These young men and women either have dropped out of high school, or have been insufficiently prepared in high school for further educational training. CAP has taken such individuals and in an average of six months has prepared them for entry into post-secondary technical schools and colleges. Within this period of time, most of those students who are not high school graduates acquire the General Equivalency Diploma (GED). However, the GED is not in itself the ultimate goal of CAP: the ultimate goal is adequate preparation for advanced training.

CAP was begun as a demonstration program in 1969 under a grant from the Manpower Administration, United States Department of Labor, in response to the demand by potential employers for employees with increased technical training and to provide improved Neighborhood Youth Corps - 2 educational services. From its beginning the program has operated on the premises that full employment is the best way to bring about desired changes in low income areas, and that the chief barrier to employability is the lack of attention that educational institutions give to the preparation of students in these areas for advanced technical training and higher education.

The program, which has grown in response to a city-wide demand for such training, now operates two schools that are funded by the New York City Manpower and Career Development Agency, and serves both Manpower and Neighborhood Youth Corps enrollees. Ninety percent of the students who take the high school equivalency examination each year pass it, and 400 dropouts and high school diploma holders enter college.

The high level of success for CAP students in the GED examination and in college derives from the program's rigorous and comprehensive approach to learning. This approach is based upon the fusion of educational modes -- both traditional and innovative -- into a framework that is able to accommodate the learning potential of all of its students. The basic components of this framework are: specifically defined skill objectives that are distributed among a wide range of courses; a thorough assessment of the students' abilities which takes place during a carefully constructed orientation segment; a tutoring center that offers individualized instruction, and group counseling sessions that help prepare the students to function independently upon graduation.

In an attempt to document the efforts and procedures of CAP, a series of seven monographs has been prepared and bound in volumes. These are intended for national use by program staffs who have similar interests, problems and program possibilities. The seven monographs in the College Adapter series are: Orientation, Assessment, Curriculum Design, Tutoring Center, High School Equivalency, Administration and Counseling. Six of these are available in combined volumes, and one is available singly. Volume I includes Orientation and Assessment, Volume II is Curriculum Design, Volume III includes Tutoring Center and High School Equivalency Preparation and Volume IV includes Administration and Counseling. Copies of the volumes may be obtained from: The Higher Education Development Fund, 215 West 125 Street, New York, New York 10027.

INTRODUCTION

The Orientation and Assessment monographs, which constitute Volume I of the College Adapter series, are addressed primarily to the teaching and counseling staff members who implement programs. However, the College Adapter Program (CAP) staff believes that the entire staff of any educational program must understand, determine and accept the essential considerations that lead to its goals in order to ensure coordination and effectiveness.

The substance of the two monographs in this volume is based upon the assumption that a thorough definition of the objectives and procedures of all components is a prerequisite for a successful training effort. Such a definition is essential for a productive orientation program and an effective evaluation format for the student population.

The specific observations made in each monograph are aimed at fostering a stimulating and productive academic component as an integral part of a federal, state or local training effort. It is pertinent to note that, although these monographs are specifically directed to academic projects, the educational principles and procedures presented in them are applicable to other manpower training units.

The Orientation and Assessment monographs have been combined in this volume because it is felt that, when considered together, the two monographs will provide a perspective of those complementary aspects of a program's orientation and assessment efforts that the CAP staff has found essential. In CAP, an important part of the student assessment process occurs during the orientation period and is, in fact, an integral part of it. Further, although each monograph in the College Adapter series has been written as a separate entity, it is suggested and hoped that not only those combined in each volume, but also the entire series will be read as a unit in order to obtain a complete perspective of CAP.

TABLE OF CONTENTS

			Page
Foreword			i
Preface			v
Introduction			vii
PART ONE: ORIENTATION MONOGRAPH			
Abstract			1
Section	I	AN INTRODUCTION TO ORIENTATION (PURPOSE AND GOALS)	3
Section	II	SUGGESTIONS ON HOW TO PREPARE FOR ORIENTATION	7
Section	III	SUGGESTIONS ON HOW TO DESIGN ORIENTATION COURSE OBJECTIVES	9
Section	IV	SUGGESTIONS ON HOW TO ACHIEVE ORIENTATION COURSE OBJECTIVES	13
Section	V	SUGGESTIONS ON HOW TO SCHEDULE ORIENTATION	16
Section	VI	SUMMARY	20
Appendix	I	MODEL OF TUTORING CENTER ORIENTATION SESSIONS	21
Appendix	II	MODEL OF STUDY SKILLS ORIENTATION SESSIONS	25
Appendix	III	MODEL OF ORIENTATION SEMINAR SESSIONS	28
Appendix	IV	MODELS OF ALTERNATE ORIENTATION SCHEDULES	31

TABLE OF CONTENTS (Cont'd)

			Page
PART TWO: ASSESSMENT MONOGRAPH			
Abstract			33
Section	I	INTRODUCTION TO DIAGNOSTIC TESTING (PURPOSES)	35
Section	II	SUGGESTIONS ON HOW TO SELECT A FORMAT FOR DIAGNOSTIC TESTING	40
Section	III	SUGGESTIONS ON HOW TO ADMINISTER DIAGNOSTIC TESTING	44
Section	IV	SUGGESTIONS ON HOW TO INCORPORATE STANDARDIZED TESTING IN ASSESSMENT PROCEDURES	46
Section	V	SUGGESTIONS ON HOW TO ANALYZE AND APPLY DIAGNOSTIC TESTING RESULTS	49
Section	VI	SUGGESTIONS ON HOW TO GROUP STUDENTS ON THE BASIS OF ORIENTATION ASSESSMENT PROCEDURES	52
Section	VII	SUMMARY	55

PART ONE: ORIENTATION MONOGRAPH

ABSTRACT

The Orientation monograph is a statement of those considerations, objectives and procedures that the CAP staff believes are important for a successful orientation. The primary purpose of the Orientation monograph is to present both the method through which orientation definitions were formulated at CAP and models that can be adapted to other programs. The suggestions that the CAP staff believes are significant for a successful orientation are presented here:

1) determining orientation purposes;
2) preparing for the program;
3) designing and achieving course objectives;
4) scheduling the program.

The discussion of Orientation is presented in the same format as the discussions of the other monographs in this series: practical suggestions are grouped under general topics and each suggestion is followed by a text that offers explanation and/or examples. The general sections in the monograph are:

I. *An Introduction to Orientation (Purpose and Goals)*

The general purpose of the orientation program and specific goals that may be achieved are presented in this section.

II. *Suggestions on How to Prepare for Orientation*

Specific emphasis is placed upon the need for adequate preparation as the foundation for a successful orientation program. This section sets forth detailed procedures to achieve staff consensus on goals; to select curriculum and counseling content; to ensure uniformity of subject content and to obtain an adequate supply of materials.

III. *Suggestions on How to Design Orientation Course Objectives*

This section offers guidelines to establish course objectives in each subject area; delineating skill requirements and focal points for concentration of efforts during orientation.

IV. *Suggestions on How to Achieve Orientation Course Objectives*

Specific materials and instructional methods that are required to fulfill the orientation course objectives are provided in this section.

V. *Suggestions on How to Schedule Orientation*

This section presents procedures to arrange the use of time during orientation for maximum benefit.

VI. *Summary*

Appendices

Models of tutoring center, study skills, orientation seminar sessions and alternate orientation schedules.

Section I: AN INTRODUCTION TO ORIENTATION (PURPOSE AND GOALS)

The success or failure of an educational project largely depends upon what occurs during the orientation period.

This assertion may seem to be an overstatement, but the CAP experience substantiates it emphatically. The crucial first impression of "meaning business" is worth all the energy, planning and extra hours that make it possible. If such an effort is not made before one class takes place, the sense of direction and rigorousness needed to achieve goals often cannot be recouped. Orientation should never be a shakedown period for new ideas; they should be saved for later in the semester. As a positive element of your program, orientation can result in a realistic sharing of expectations between staff and students, and in a sense of joint effort over the training period.

A period that bears such a potentially heavy responsibility for the success of any cycle should begin with a set of highly defined objectives that are accepted by all staff members. The actual objectives will, of course, depend on the length of your orientation and the overall goals of your program. However, the same degree of definition is necessary whether orientation lasts three days and is given to small incoming groups, or whether it lasts three weeks and is given to an entire incoming class.

The specific objectives of the CAP orientation are listed below. They are achieved in approximately three weeks, but most can be achieved, to a limited degree, in a shorter period of time.

The orientation period can be used to assess the student's specific skills.

The diagnostic assessment of each student's abilities as they relate to your training objectives is a primary function of orientation. This assessment is so complex that it is discussed in a separate monograph. However, several priorities may be appropriately mentioned at this point:

a) the assessment should be designed to give the staff the most complete picture possible of those skills upon which the training objectives depend;
b) the purpose of this testing should be made clear to the students;
c) adequate time should be allowed for the careful administration of the tests, thorough review of test results and the sharing of results with the student.

Orientation is a period in which the staff may assess the student's potential benefit from the project.

This objective is not primarily academic. Any rigorous project designed to develop skills in a short span of time must demand commitment from the student as well as academic ability. It is necessary for the staff to define the level of required commitment, and to use the orientation period to determine whether the project can elicit this level from each student. Standards in attendance and participation should be set quite high. Ironically, as CAP set progressively higher standards in progressingly better orientation programs, the number of students who met these standards increased. For example, less than three days of absence in the ten day period has become a standard for completion of orientation, and very few students fail to meet the standard. The habit of regular attendance developed during the orientation seems to become an assumed behavior throughout the entire program.

The student may also assess the project's suitability for him during orientation.

No matter how thoroughly a project is described to prospective candidates, it cannot be assumed that students fully understand the project until they are actually attending classes. By demonstrating the scope and requirements of the project during orientation each student is given time to evaluate the program and has the option to withdraw from the program if it does not seem to meet his needs. Such critical judgments by the students should be encouraged during orientation.

Orientation provides time for the establishment of teacher-counselor-student relationships.

An important aspect of this relationship building is honest and direct statements of mutual expectations. Everybody involved benefits from a clarification of the individual responsibilities which constitute an educational experience that fulfills its goals. The staff expects students to contribute to their own learning by being actively involved and by completing requested work. The students expect the staff to be serious, concerned and ready to offer the direction and guidance they will need.

Initial career guidance can be given during orientation.

A job is at the end of whatever training and education a student seeks for himself. The orientation period can begin to make a concrete, realistic connection between training and future employment. Group sessions about general employment possibilities that are available to your students can act as both a direction-giving medium and as a motivation to meet the demands of training. Individual sessions can stress the student's particular interests

and abilities as they relate to employment. Time must be allotted for both these tasks.

During orientation a common vocabulary among staff and students may be developed; e.g., definition of "skill."

Although teachers conduct their own classes in different ways, some terminology that will be used throughout the students' experience in the program should be uniform. Since CAP emphasizes a skills approach, common understanding of this term is necessary and should be clarified at the beginning of the program. In addition, this term is frequently used elsewhere to mean other things, and the particular connotation that is used here should be explained.

Review of some basic language and mathematics skills for all the students may be accomplished in the orientation period.

The most effective orientation period seems to be one that provides some actual instruction in the basic skills of mathematics and language usage. To remain consistent with the high expectations for the students, it is important that this instruction be approached as a review of skills and not as an introduction to those skills. For some students it may actually be an introduction to skills they have not formally studied, but the review approach allows these students to engage in classes without any stigma. For others -- even those who know the basics -- the period is a useful refresher and a chance to develop the habit of aiding, in and out of class, the students who are having difficulty. Class participation and homework during this period produces additional material for the initial assessment procedure that is so important to orientation.

An orientation period provides an opportunity for the staff to assess the applicability of the semester plans for this particular student population.

Regardless of the number of cycles previously completed by a training program, the incoming enrollment may have unexpected needs. Perhaps a higher proportion of students than formerly fall into one mathematics grouping, or perhaps more students than in previous cycles express a desire to enter a particular technical career, or perhaps a sufficient number of students share a common interest that warrants a new course. In such cases an orientation period of sufficient length allows the staff to respond with curriculum alterations. Overall training objectives remain intact but the means to reach those objectives for the current enrollment may be adjusted.

A staff meeting may be scheduled as part of the orientation process to review the needs of the incoming students and to decide on any changes required for that cycle.

Definition of the specific goals and demands of the project may be achieved during orientation.

The clarity and consistency of information about the program that is presented to the students in orientation can be the basis of a cycle-long commitment to its goals. Training objectives are revealed to the students through group and individual counseling, class instruction and printed materials, and concurrently, student responsibilities to achieve those objectives are clearly outlined. An example of this balance of goals and demands is contained in the first two sections of a handbook presented to the CAP students during orientation.

Orientation is most effective when its purposes are explained and understood at the first meeting.

Before a student is requested to do classwork or to take a diagnostic examination, it is extremely helpful to provide an explanation of the purposes of orientation and its relationship to the regular cycle. If a mutual understanding prevails from the beginning between staff and students, it is more likely that this period will fulfill its purposes and benefit the students.

The specific skill objectives to be covered in orientation should depend upon the goals of the program.

Since orientation is to serve primarily as an overall assessment procedure, it is necessary to determine the needs of the students in order to prepare them for your goal; i.e., college, GED training or employment.

Section II: SUGGESTIONS ON HOW TO PREPARE FOR ORIENTATION

All staff members should agree upon a high level of expectation for student performance in order to eliminate a negative self-fulfilling prophecy.

Staff discussions should be held as part of the preparation for orientation to ensure that all staff share this attitude of high expectation for students. Regardless of entry grade levels, all students are expected to achieve beyond their demonstrated capabilities. Too often, prior to their CAP experience, students have not been given the opportunity to achieve nor have they been told that they were expected to achieve. Teachers and counselors should consistently convey to students the feeling that an optimum effort is expected of each student to go beyond his current performance.

Specifically, this means assigning work and expecting students to accept responsibility for their own work. This should also mean that written work be submitted in an acceptable form. Realistic standards should be jointly decided by the staff members and shared and expanded with the students.

Because orientation occurs within a limited time, it is essential that all staff members carefully select curriculum and counseling content.

A general aim of educational programs is to include in their designs carefully selected materials that meet the needs of all students. This is especially true in an introductory program where time is short and the purposes are very specific. Since CAP believes that the orientation program is crucial to the success or failure of the project goals, nothing should be included in the program unless it is valid and necessary.

Uniformity of content in each subject area that is presented is even more important in orientation classes than it is in regular courses.

The CAP staff believes that a teacher must be free to teach in the manner he finds most effective for himself, and this may vary a great deal from one individual to the next. However, since one essential purpose of the orientation period is to assess the students' academic abilities for appropriate placement in the program, initial exposure to the same material in specific subject areas is necessary to achieve the most accurate assessment.

All materials should be prepared in advance -- attendance sheets, handbook, tests and teacher handouts.

Once again, we stress the short span of time and the essential functions of orientation. Positive attitudes are formed by all when the staff and

students begin in an organized and serious setting. Minimum materials required are:

1) Attendance sheets -- used each period;
2) Orientation sign-up -- prior to classes;
3) Student handbook -- helpful method of acquainting students with CAP;
4) Student letter -- acceptance into CAP.

Section III: SUGGESTIONS ON HOW TO DESIGN ORIENTATION COURSE OBJECTIVES

As in every component of any educational program, the individual course objectives of the orientation program should be briefly and clearly defined.

It is helpful to know what you are working toward. When a goal is clearly identified, the means to achieve that goal become clearer. Since the orientation period is brief, all of its content and purposes must be clarified.

Evidence has shown that students benefit considerably more from the orientation course material if they clearly comprehend each course objective. Students tend to be more motivated when they are cognizant of standards of achievement in relationship to where they are now and where they can go. If a student knows what he is working toward, he is more inclined to perform more efficiently. This clarification of goals also improves the process of assessment which is an important function of orientation.

Therefore, it is suggested that the first session of each course meeting include an explanation of objectives.

Because CAP experience indicates that its student population is more proficient in verbal communication, the language arts program concentrates on written expression and reading techniques.

Most CAP students have been absent from a disciplined educational setting for a period of time prior to their CAP experience, and have not developed efficient writing and reading skills to express themselves adequately.

It is believed by the CAP staff that effective writing depends upon comprehensive analytical reading skills, and that improved reading abilities carry over into writing abilities. The clear introduction of the required skills during orientation allows the student to comprehend and evaluate more carefully his own academic needs (a necessary and desired achievement), and to see the design of the forthcoming semester's curriculum as directly related to his needs.

The most effective mathematics program design is a review of arithmetic skills such as operations, fractions and decimals.

The CAP mathematics program is offered on four levels with homogeneous classes during the semester. Therefore, it is necessary to assess all the students' entry knowledge of the subject so they can be scheduled for

appropriate levels of advanced mathematical work. Because CAP students have been out of school for a period of time, ranging from one to ten years, a refresher course has proven most effective to clarify and evaluate their basic mathematical skills.

The primary distinguishing feature of the tutoring center is the emphasis upon individualized study, and the most effective orientation design focuses on this function.

Because students attend all classes in groups, they experience varied opportunities for individual expression. However, the need for supervised individual study still exists. CAP students thrive on improved skill ability. When they see progress, they are motivated to continue. Thus, a separate tutoring center offers the students another vehicle for achieving an overall goal of all educational settings, i.e., self-discipline which results in learning. For those readers who wish further information on a tutoring center, the Tutoring Center monograph in Volume III of the College Adapter series will be helpful.

The purposes of the tutoring center must be explained thoroughly.

Unless the tutoring center is carefully prepared and organized it can become simply a study hall or a place to relax. At the first orientation meeting its varied purposes should be illustrated for the students. If students are given a serious introduction to the center and the use of materials, they will make serious use of it.

Some suggested purposes of a tutoring center are:

a) skill development;
b) college preparation;
c) occupational preparation;
d) GED preparation;
e) making up missed work;
f) library use.

For further elaboration regarding these purposes, refer to the Tutoring Center monograph in Volume III of this series.

Students should be shown how to use the diverse materials available in the tutoring center with particular explanation in the use of programmed materials.

Although self-initiated study and learning is a goal of CAP, students need guidance in the process. The best material needs *some* explanation, and if a

tutoring center is adequately stocked, the amount of material alone can be overwhelming for new students. Therefore, different approaches should be used in a thorough presentation of the material in order to stimulate student efforts to use it. When students are aware that there are various methods of learning and that different approaches (e.g., programmed, quasi-programmed and non-programmed materials) are available to them in the tutoring center's material, at least one approach will be understandable to each student.

Programmed materials, by their structure, can facilitate self-learning. However, unless students comprehend their design and purpose, the techniques of repetition, immediate response and evaluation in programmed materials can be misused and ineffective.

A portion of orientation should be used to discuss how CAP's students should approach study and test-taking.

Content courses alone do not make an adequate orientation program. To make meaningful use of the content that is presented, students need careful explanation of the methods of studying and test-taking. Perhaps a series of classes called study skills or the psychology of learning might be offered. This assists the students in self-analysis of attitudes and study habits; many of which have served them in a negative manner in the past. Such analysis contributes to the students' understanding of their future potential.

An orientation syllabus is necessary for each teacher, and if orientation extends over a period of more than one week, a syllabus for the students is recommended.

As previously stated, carefully organized preparation is particularly essential for the orientation program because it occurs within a limited and specified time span. A written syllabus required from each teacher ensures this objective, and provides the vehicle by which teachers and students can share these elements of organization and preparation. In fact, when orientation is scheduled for more than a week, a written syllabus for the students can help to establish the tone of the program.

A student syllabus is only effective if its purpose and content are thoroughly explained when it is distributed.

Presentation and explanation of course objectives and specific daily work that will be expected of students sets an initial atmosphere of serious study. As students are made aware of what is expected of them, their own standards of achievement begin to form. This procedure can also act as a motivational device because it offers a clear indication of what is to co-

Sometimes, when a student cannot perform a specific skill, identifying and clarifying the skill motivates him to learn it. Therefore, if teachers present the orientation courses as necessary to learn valuable skills, it is expected that students will respond accordingly.

A written syllabus may also stimulate student socialization as they often discuss it among themselves and are motivated to help each other.

Section IV: SUGGESTIONS ON HOW TO ACHIEVE ORIENTATION COURSE OBJECTIVES

During the orientation period it is necessary to employ diverse methods of teaching.

It is recognized and accepted that the CAP students are a diverse group who, as individuals, learn and achieve by different means. Therefore, no one technique of exchanging information between teachers and students is solely adequate. As teachers and students work together throughout the semester, they will discover their own best teaching/learning style. But it is important to keep in mind that the students have entered a preparatory program which is geared to assist them in the realization of their educational goals. Their next educational environment is one in which they will be required to cope with a wide variety of learning experiences. Thus, the CAP staff believes that exposure to diverse teaching techniques is a necessary part of the students' preparation for their future educational endeavors.

The following are some suggested teaching methods that have proven effective:

1. lectures -- the teacher conveys information to the students while they listen and take notes;
2. discussions -- a period of time devoted to verbal exchange of questions and ideas between the teacher and students; the teacher should be prepared with questions to stimulate student responses;
3. individualized instruction -- teacher-prepared materials are distributed for students to work on individually while the instructor assists them where needed;
4. audio-visual presentations -- overhead projectors, transparencies, tape recorders and films give students a less traditional learning experience;
5. student-directed lessons -- a student directs the session based on homework assignments or extemporaneous material.

Teacher-prepared materials provide the most effective presentation of information during orientation. Textbooks are not practical for this period.

To fulfill its functions, orientation takes place during a short but crucial span of time. Teacher-prepared materials derived from various sources provide the most effective presentation of information.

Textbooks are not practical during orientation for several reasons. First, book distribution and collection takes too much time. Also, most courses only meet a few times during orientation, and thus, there is not time for adequate reference and use of a text. Furthermore, the content of the orientation course is very specific and the material in no single textbook is compressed enough for this short period of time.

Homework assignments are essential to fulfill the purposes of orientation.

In all subject areas it has been found that homework is an invaluable aid in the evaluation of students and as an indication of what has been learned during this period.

In order to devise and administer homework assignments the following factors should be considered:

1. *relationship to classwork* -- all homework should include a review and/or extension and reinforcement of classwork;
2. *review* -- assignments are more effective if they are reviewed; review should occur on the date that the assignments are due;
3. *evaluation* -- a method of evaluating homework assignments is necessary, but during orientation it is suggested that formal grades be avoided; it is helpful if students evaluate their own and each others' work;
4. *brevity* -- assignments are more useful if they are selectively devised and brief;
5. *frequency* -- this should be determined by subject matter; e.g., mathematics tends to lend itself to daily assignments, whereas language arts may not require daily assignments.

Tests are helpful in assessing the achievement of orientation course objectives only if they are informally administered and explained.

Three types of effective testing are:

1. diagnostic;
2. progress;
3. quizzes.

NOTE: The subject of assessment and testing is presented more fully in a separate monograph in Volume I of the College Adapter Series.

Since orientation is a period of adjustment and students respond better in a non-threatening atmosphere, the purpose of tests that are administered during this period should be carefully explained. Students should understand that the tests are to diagnose individual academic skill needs and not to eliminate anyone from the program. Achievement then can become a personalized experience.

Section V: SUGGESTIONS ON HOW TO SCHEDULE ORIENTATION

Orientation should be a mixture of explanation of the program in counseling groups and instruction in subject areas.

Orientation, traditionally, is a series of sessions used exclusively to explain the program to the student. This standard approach, however, fails to give the student an actual sense of the training he will be receiving, and certainly fails to give the staff an accurate picture of the student's potential. Both these objectives should be served by a thorough orientation.

To achieve these wider goals, CAP has combined counseling seminars and instruction in a ten-day orientation period. Testing, group counseling, mathematics instruction, grammar review, tutoring and study skills sessions, together, present a more accurate picture of the program and elicit a more complete picture of the student.

Heterogeneous groups are more effective than homogeneous groups in the language arts orientation program.

The primary goals of the language arts program during orientation are an assessment of specific language skills and a review of certain terminology of sentence patterns. Neither goal requires homogeneous grouping and, in fact, both goals seem to be served best by heterogeneous groupings in which participation of the more advanced students contributes to the learning process of all the students.

The exception to heterogeneous grouping in language arts is in the bilingual classes where English ability should still be a determining factor for placement.

Loose ability groups are more effective than heterogeneous groups in the mathematics orientation program.

From the beginning, it seems that mathematics can be taught better in homogeneous groups than in heterogeneous groups. In CAP, students are divided into four levels on the basis of their Stanford Achievement test scores. On the basis of some preliminary testing of your choice, try to divide the incoming students into levels roughly equivalent to your regular courses.

Mathematics instruction is fairly uniform throughout all orientation courses so students can be shifted from one level to another when needed.

Use at least two different groupings so students will have the opportunity to meet with different sets of other students.

At one point in CAP, students were assigned to one group and proceeded through orientation with the same classmates for all instruction. Certain negative patterns resulted from this organization: a) cliques developed within the groups and worked against unity of the total student body, b) classroom interaction between students and teachers tended to settle into fixed patterns for each group regardless of the subject being taught, and c) fixed roles seemed to be assigned to each student by peer pressure.

To counteract these effects, CAP now assigns students to a mathematics group based on ability and to a language arts group on a random basis. Every day each student is in these two groups, and thus, meets a greater number of his fellow students.

At orientation "sign-up" each student is given two schedules -- one for his mathematics course and one for his other classes. For example, beside the student's name on the orientation sign-up list is the indication IIC. "II" represents his mathematics grouping based on his Stanford Achievement test scores and "C" represents his language arts grouping. Each student is given these two separate schedule sheets.

Ten days of orientation seems adequate for CAP students.

CAP has developed a ten-day orientation period that is followed by registration. This period of time appears to be the optimum length in order to reach the stated objectives. A course schedule as it occurs at CAP follows. It is realized, however, that many programs cannot afford such a long orientation period. Therefore, modified schedules for orientations of varying lengths are included in the appendices of this monograph.

The ten day orientation period of three hours each day has the following distribution of hours for each student:

Orientation group counseling	5 hours
Mathematics diagnostic test	2 hours
Language arts diagnostic test	1 hour
Mathematics review instruction	8 hours
Language arts review instruction	9 hours
Study skills instruction	2 hours
Tutoring center orientation	3 hours
Total	30 hours (3 each day)

This length of time and distribution of hours provides the following advantages:

1. diagnostic testing can be paced so that the student is not confronted with too much testing too soon;
2. the tests can be carefully reviewed by the teachers before the results are applied;
3. attitude and study habits can be adequately gaged;
4. instruction can be geared to achieve certain specific goals;
5. teachers can meet together, evaluate the curriculum, and make any necessary changes;
6. administrative functions such as completion of agency forms and payroll registration can be carried out without undue pressure.

In a program that serves both high school dropouts and diploma holders, it is more effective to group them together than it is to group them separately.

CAP, which prepares both high school dropouts and diploma holders for college entrance, has found from experience that the separation of the students on this simple basis is inaccurate and inefficient. It is inaccurate because high school graduates frequently have reading and mathematics scores as low as high school dropouts. It is inefficient to group the students on the basis of the labels, "high school dropout" and "diploma holders" since the only grouping that is effective to offer comprehensive instruction is one that is based on the ability level of the students in a particular area.

Some suggested instructional techniques for language arts, mathematics and bilingual orientation courses.

Language arts – The orientation period in language arts should concentrate on a review and refresher sequence for grammatical usage because the CAP student population generally needs strengthened written expression. As long as the grammatical content is covered in all the courses, the teaching methodology may be individually determined by the instructors. Some staff prefer to teach grammar within the framework of literary forms (grammar is taught using literary selections), while others prefer a structural analysis approach, and both methods are effective. However, because literary forms will be taught in the literature curriculum, it is not essential to introduce them during orientation. This variation in teaching methodology is acceptable because students respond effectively to and need exposure to various approaches.

Mathematics -- The orientation period in mathematics should consist of a review and refresher sequence of basic arithmetic operations because the majority of CAP students begin with weak computational skills. Due to the frequent disparity that exists between what is remembered of mathematics and the different methods of doing a simple operation, emphasis should be placed upon student discussion about *how* to perform various operations.

There is a tendency in some programs to skip over basic operations with students who have a higher level of mathematical ability. However, it has been found in the CAP program that all students benefit from a common orientation review which strengthens the skills that are required in order to build more complex principles upon them.

Homework and brief quizzes are essential in mathematics because they reinforce the reviewed operations, and initially they establish study habits that are needed throughout the educational experience.

As mentioned in the Administration monograph in Volume IV of the College Adapter series it is important to schedule the best teachers to teach the lowest level students because these students need the most competent instructors.

Bilingual language arts -- The orientation period in language arts for the bilingual group of students should use a structural approach that emphasizes the student's own manipulation of grammatical components. Bilingual students appear to benefit more from a stronger emphasis on practice rather than explanation. Traditional grammatical terminology should be avoided in any explanation that is given.

Section VI: SUMMARY

A successful orientation provides a firm foundation for the entire training program. It should be a period of serious endeavor by students, teachers, counselors and administrators. The procedures and models in this monograph have proven to be feasible in the creation of a successful orientation program at CAP, and are presented as guidelines to establish orientation programs in similar training efforts. Some of the procedures and models presented here may not be appropriate to training projects that have different goals from CAP. However, a general guideline for all training projects is: It is essential to define the fundamental goals of the program and to prepare an orientation design that reflects those goals.

APPENDIX I

MODEL

Tutoring Center Orientation Sessions

General Recommendations

The tutoring center materials should be carefully and attractively labeled. A catalogue of materials should be distributed to all students. In a ten day period of orientation, students need at least three sessions in the center.

Suggested Content Review

Session 1: Introduction to the various potential uses of the tutoring center; its materials and method of operation, with a strong emphasis on the concept of individualized learning, programmed materials and the use of the library.

Session 2: Introduction to the use of mathematics materials and its skill objectives and applied practice of two types of materials.

Session 3: Introduction to the use of language arts materials, its skill objectives and applied practice of two types of materials.

Specific Objectives

1. To introduce the purposes, operations and staff of the center.
2. To introduce, explain and emphasize the concept of individualized instruction and learning.
3. To familiarize students with diverse use of various types of materials.
4. To introduce the purposes and procedures of the lending library.

Procedures

Session 1: Teacher elicits from the students the need for and purposes of the center and adds those not mentioned by the students. This discussion should include the definition of and examples of specific skills. Students are requested to suggest a skill problem area while the instructor indicates how to go about finding material to improve the skill.

Students are presented with a sample of a programmed book. The purposes and method of programmed learning are explained. It is suggested that the following purposes be clarified:

1. to provide for individualized learning in a subject area;
2. to focus on specific individual skill development as a supplement to class study;
3. to allow students to proceed at their own rate of learning.

NOTE: For further elaboration of the purposes refer to the Tutoring Center monograph in Volume III of the College Adapter series.

The programmed materials are introduced, and their format, relationship to individualized instruction and mechanics are explained. Mastery testing is then demonstrated and explained by using a sample test. It is suggested that the students use a separate sheet of paper to write their answers to the questions in the programmed materials since this procedure seems to act as a reinforcement of learning, and additionally using books without written answers in them facilitates wider utilization by more students.

The students then should be encouraged to browse through the materials and the library.

Session 2: Students are presented with definitions of specific mathematics skills. Emphasis is placed on fractions, decimals and percents. Each student is asked which of these three skills he would like to work on for the period. The teacher then distributes a card from either the Scientific Research Associates (SRA) Computational Skills Kit or the SRA Algebra Skills Kit. After the student works through the card, he then chooses another one himself.

NOTE: It has been found that concentration on one type of material during one period is more meaningful and rewarding than several types because ample time is needed to distribute and collect the materials.

The instructor summarizes the major points of the session, emphasizing that other types of approaches to learning are

available for future use and should be employed by the students.

Session 3: Students are introduced to the language arts materials and given the opportunity to use some of them. A helpful procedure is to mention the major skill areas of language arts, such as reading and writing, but because of the time limitation it is better to concentrate on reading skills. The instructor should point out that reading skills are preliminary to writing skills in order to stimulate student motivation.

The instructor then defines the components of reading ability; e.g., reading consist of various skills including main ideas, skimming, speed, reading for organization and details.

The students are given the opportunity to practice with the McGraw-Hill Study-Type Reading Kit. (This kit is recommended because of its wide range of topics in the natural and social sciences.) Students are requested to choose a card in an area of knowledge that interests them and practice reading skills.

The Scientific Research Associates Reading for Understanding (RFU) kits are also useful as a supplementary interest tool and to provide practice in word choice skill.

NOTE: Again, because of the time limitation and procedures of selection and collection, it is usually better to present a comprehensive introduction to two types of materials rather than a superficial view of many types.

Since this is the final orientation period in the use of the tutoring center until the regular semester begins, the last ten minutes of the period should be used to emphasize that there are diversified approaches to convey information in all skill areas. Students should become aware that if one method of learning is not helpful to them, there is another one that will be. They should be encouraged to use the center and to try as many different approaches to learning as possible.

Suggested Materials

Text: Principles of Modern Biology and corresponding test booklet (Behavioral Research Laboratories Textbooks series).

Kits: Algebra Skills Kit,
Computational Skills Kit
RFU Kit
McGraw-Hill Reading Study-Type Kit

NOTE: There are some overall factors to be considered in the selection of materials to use for the orientation sessions. First, although the emphasis in these sessions will be on individualized study and rate of learning, the introductory sessions have to be administered in a group. Therefore, the materials that are selected for these sessions must be available in sufficient quantity for the entire group; kits are convenient for this reason. Second, the initial materials that are used for demonstration and practice are more meaningful to the students if they are:

a) not too difficult for most students -- attempt to select samples that contain questions that the students will be able to answer correctly as well as questions that they will not know.

b) motivational -- attempt to select topics that will interest the students and ones that they will enjoy

c) challenging -- attempt to select material with a sophisticated format that does not insult the students' intelligence.

For further elaboration of these points, the reader will find the Tutoring Center monograph in Volume III of the College Adapter Series helpful.

APPENDIX II

MODEL

Study Skills Orientation Sessions

General Recommendations

Lectures and audio-visual presentations are two procedures that have been effective to achieve the orientation study skills course objectives. Two sessions are sufficient to accomplish these objectives.

Suggested Content Review

Session 1:
- A. Importance, structure and techniques of developing study patterns.
- B. Importance and techniques of developing note-taking skill.

NOTE: The majority of students experience a wide range of reading difficulties. Since reading is an essential skill that influences note-taking, writing and general organizational ability, this should be pointed out to the students with explanation and practice of the reading techniques that are involved.

Session 2:
- A. Review of note-taking skill.
- B. Film with note-taking.

Specific Objectives

1. To familiarize students with effective study habits.
2. To familiarize students with skill in note-taking.

Procedures

Session 1: Instructor lectures to the students while they are requested to take notes emphasizing:

1. importance of study habits;
2. allotment of time for study;
3. necessity for a quiet setting;

4. establishment of a realistic study schedule to include;
    a. adequate rest periods (perhaps 20 minutes segments),
    b. helpful and time saving techniques (reading and note-taking).

A chemistry book is distributed to the students for perusal and use to apply the following pre-reading techniques:

1. importance of typographical clues; e.g., titles, subheadings, illustrations, paragraph organization;
2. skimming;
3. book organization; e.g., index, table of contents, glossary; bibliography, footnotes, copyright, author's credentials.

Instructor defines note-taking and stresses:

1. the difference between note-taking and transcribing;
2. value of notes;
3. note-taking methods;
4. listening as an essential activity;
5. textual clues analysis for organization;
    a. outline formats (numbers, letters),
    b. connecting word progressions (first, second, third),
    c. signals and their placement significance (beginning, middle, end),
        1. summary signals (thus, accordingly, therefore),
        2. terminal signals (as a result, finally, in conclusion).

NOTE: In addition to discussing the above points and providing practice in the class session, it is helpful to reinforce them by distributing teacher-prepared study sheets which include examples. The students can then refer to them throughout the semester.

Copies of the Brown Book of *Selections From the Black* are given to the students. They are directed to read the sections dealing with note-taking aids.

Students' notes are collected by the teacher for comments. Students are informed that they will be returned at the next session.

Students are given model notes of the lecture and a sample outline format of the organization of the chemistry textbook with explanations of and reference to the pre-reading techniques and textual clues which they have practiced during the session. The students are instructed to review the examples and to refer to them during the semester for continued improvement of study skills.

Session 2: Instructor directs a review discussion to reinforce the previous lecture on note-taking, pre-reading techniques and textual clues analysis for organization, highlighting the important points. The students' notes, which have been evaluated by the teacher are distributed and discussed generally. It is helpful here to duplicate at least one good sample of student notes for group analysis.

A short film, *Freud: The Hidden Nature of Man*, is shown and the students are directed to take notes.

After the film, the students are requested to review their notes. A few students are asked to volunteer to read their notes. Discussion is initiated by the teacher, focusing on criticism of the notes that were read and the techniques that were used.

Suggested Materials:

Texts: *The Blue Book of Chemistry, A Primer of Freudian Psychology, or Selections from the Black*

Film: *Freud: The Hidden Nature of Man*

Teacher-prepared study sheets: study skills hints, outline formats, model notes

APPENDIX III

MODEL

Orientation Seminar Sessions

General Recommendations

Before presenting the model for the orientation seminar sessions, it is important to introduce the ideas and beliefs of the CAP counselors regarding the role of counseling.

In the welcoming letter that is given to prospective students as they enter the orientation, the process is defined as ". . . a period of adjustment. It is a time for us to get to know you and a time for you to get to know us. The relationship that will be formed in the coming weeks will continue throughout the program and, thus, it is important that it be a good one, based on mutual respect for one another and on a realization of what we are about here."

Counseling, especially group counseling, is an invaluable aid to achieve the above goals. This counseling takes place in orientation seminars where information is provided about the way the program operates. But, more importantly, these seminars stimulate the students to begin to examine their attitudes in the light of their goals and the goals of the program. With the help of the group, they determine which of their attitudes will need to be changed in order that they may achieve these goals.

Group counseling also provides the vehicle to monitor the progress of students as they go through the orientation process. This is the rationale for offering academic classes and counseling sessions simultaneously in the CAP design for orientation. This monitoring process establishes an environment in which a mutual sharing of concepts and experiences allays the students' fears of new and sometimes unsettling experiences.

Counseling, by its nature, is not appropriate in a rigid, highly structured setting. The following outline of suggested sessions is offered with the understanding that it need not be applied literally in all circumstances. The importance of flexibility in counseling cannot be emphasized too strongly. The effectiveness of the orientation seminar depends upon the discussion originating from the students with a minimum of *overt* counselor manipulation.

Suggested Content

Session 1: Career information.

Session 2: Academic program requirements and forms.

Session 3: Attendance requirements and termination procedures.

Session 4: Counseling component procedures for individual sessions.

Session 5: Importance of independent study.

Specific Objectives

1. To familiarize the students with the CAP requirements and atmosphere.
2. To establish a student-counselor team relationship.
3. To emphasize the priority of the program; i.e., the students' continued academic success.
4. To assess the students' attitudinal readiness.
5. To instill in the students the responsibility to inform the counselors of their needs.

Procedures

NOTE: The above suggested objectives can be either elaborated or deleted, depending upon the time allowed for counseling and the needs of the students. The sequence can also be changed; e.g., if a discussion "bogs" down, it is often better to change the subject, or to pursue it in another manner.

The CAP counselors have found that these sessions are conducted best in an informal, open and direct atmosphere. It is helpful to seat the students in a circle rather than in the usual classroom rows.

It is also important that the counselor approach the group in a relaxed, non-authoritative manner. If any meaningful results are to occur from these sessions, they must come from the group and not from dictates of the counselors. When the counselor guides the group discussion, he must do so in an unobtrusive a manner as possible. The primary direction should be one of student leadership.

The following are suggested content areas for discussion presented in the form of questions that can be used to achieve the orientation seminar objectives:

Session 1: A brief initial statement of purpose by the counselor is presented; e.g., "Orientation is designed to acquaint the student with the program and program with the student."

Why are we here? Discussion of individual goals, perhaps a poll of the students.

Session 2: How can the program help implement these goals? Relate the goals of the program to individual goals.

How does the program prepare you for college? Discussion of curriculum.

Session 3: What are some of the things that might prevent you from learning and getting the most out of the program? Discussion of such behavior as: not coming to class, coming to class late, coming to school high, other possible hang-ups.

The counselor outlines CAP policies on absence, lateness, drugs, etc. in light of the foregoing discussion.

Session 4: Continuation of session 3. Introduce the concept of the community and of helping one another.

Session 5: Discussion of college curricula in light of goals.

Discussion of GED.

APPENDIX IV

SAMPLE SCHEDULE FOR ONE WEEK ORIENTATION (15 hours)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PERIOD I	Orientation Seminar "An Introduction"	Orientation Seminar	Study Skills	Orientation Seminar	Study Skills
PERIOD II	Mathematics Introduction	Mathematics Diagnostic Test	Mathematics Review Introduction to Mathematics Tutoring Center	Mathematics Review	Mathematics Review
PERIOD III	Language Arts Diagnostic Test	Language Arts Review An Introduction to Language Arts Tutoring Center	Language Arts Review	Language Arts Review	Language Arts Review

SAMPLE SCHEDULE FOR TEN DAY ORIENTATION (10 hours)

First Week	Monday	Tuesday	Wednesday	Thursday	Friday
PERIOD I	Orientation Seminar	Orientation Seminar	Audit appropriate level of mathematics	Audit appropriate level of mathematics	Audit appropriate level of mathematics
PERIOD II	Mathematics Test	Language Test	Language Test	Tutoring	Audit appropriate level of reading
PERIOD III	Orientation Seminar	Orientation Seminar	Tutoring	Audit appropriate level of reading	Audit appropriate level of reading
Second Week					
PERIOD I	Study Skills	Study Skills	Audit appropriate level of mathematics	Audit appropriate level of mathematics	Audit appropriate level of mathematics
PERIOD II	Mathematics Test	Tutoring	Tutoring	Tutoring	Audit appropriate level of reading
PERIOD III	Audit appropriate level of elective	Tutoring	Audit appropriate level of elective	Tutoring	Audit appropriate level of elective

PART TWO: ASSESSMENT MONOGRAPH

ABSTRACT

The Assessment monograph is a statement of those considerations, objectives and procedures that the CAP staff believes are important for an effective evaluation program. The primary purpose of the Assessment monograph is to present some practical suggestions for methods to design a comprehensive testing program, which have proven successful in CAP and can be adapted to other programs. The suggestions that the CAP staff believes are important for a thorough assessment of student capabilities are presented here:

1) definition of diagnostic testing;
2) selection of a format for diagnostic testing;
3) administration of testing;
4) incorporation of standardized testing;
5) analysis and application of test results;
6) grouping of students on the basis of orientation assessment.

The discussion of Assessment is presented in the same format as the discussion of the other monographs in this series: practical suggestions are followed by a text that offers explanation and/or examples. The general sections in this monograph are:

I. *Introduction to Diagnostic Testing (Purposes)*

This section defines the goals of the central element in the assessment procedure, diagnostic testing.

II. *Suggestions on How to Select a Format for Diagnostic Testing*

Different programmatic goals and different skill areas dictate various forms of testing. Therefore, this section deals with several formats appropriate for differing objectives.

III. *Suggestions on How to Administer Diagnostic Testing*

Students are often apprehensive about testing, even when its purpose is purely diagnostic. Suggestions on how to alleviate this anxiety and how to acquire valid test results comprise this section.

IV. *Suggestions on How to Incorporate Standardized Testing in Assessment Procedures*

Standardized testing can be a useful tool of assessment if it is put in its proper perspective. This section defines that perspective.

V. *Suggestions on How to Analyze and Apply Diagnostic Testing Results*

After tests have been designed and administered, the results must be utilized effectively if they are to serve their purpose. This section discusses the procedures in such a utilization effort.

VI. *Suggestions on How to Group Students on the Basis of Orientation Assessment Procedures*

The most immediate goal of an assessment procedure is the accurate assignment of students to skill level groups. This section discusses the translation of testing results into appropriate groupings.

VII. *Summary*

Section I: INTRODUCTION TO DIAGNOSTIC TESTING (PURPOSES)

Diagnostic testing is necessary to:

1. *design realistic programs;*
2. *place students accurately;*
3. *evaluate the dynamics and potential rate of an individual student's learning;*
4. *establish reference points to measure progress;*
5. *determine specific skill needs;*
6. *set standards of achievement.*

Diagnostic testing is necessary in any educational program which seeks to service a diverse student population. Combined with standardized test results, diagnostic testing provides the most effective means of assessing a student's academic and attitudinal readiness. The inclusion of diagnostic tests in individual course designs can serve the following purposes:

1. Realistic program design -- Student needs must be identified so that an appropriate curriculum can be developed to meet both present and future requirements; i.e., college skill requirements and General Equivalency Diploma (GED) preparation.

2. Accurate placement of students -- This will avoid unnecessary remedial work and lead to more effective and meaningful groupings in language arts and mathematics.

3. Evaluation of the dynamics and potential rate of an individual's learning -- Since individual rates of learning differ and influence potential, the pace of course content can best be designed initially by assessing the students' current learning rate. The pace may be altered as the semester progresses.

4. Determination of specific skill needs -- This guides the selection of appropriate skill content.

5. A reference point to measure progress -- The entire orientation experience should be directed toward increasing student motivation. If the student sees progress, he will be interested in further pursuit of learning and will view progress as an individual, realistic possibility.

6. Set standards of achievement -- Although informality helps students to relax by creating a pleasant, friendly and sociable atmosphere, the CAP staff insists upon individual high achievement standards. Students need and request a disciplined, organized structure.

Diagnostic testing may also be used to:

1. indicate to students the skills which will be studied during the semester;
2. determine individual student's study habits;
3. identify and consider individual student's attitude toward learning;
4. motivate students.

1. Indication of skills to be studied -- Since the major emphasis in CAP is upon skill identification and development, it is essential that the orientation period begin this way. This preparatory phase can lay the groundwork for an organized, realistic working atmosphere. A diagnostic examination can be an effective instrument in this process if it is designed to identify and illustrate the skills which the students will be acquiring during the semester.

2. Determination of study habits -- Depending upon when the diagnostic examination is scheduled, it can reveal whether a student has prepared adequately or not. For example, the language arts orientation course gives an examination after a few sessions. If the students have completed the work prior to the examination and have studied effectively, it will be apparent when they take the examination. Even if diagnostic tests are administered during the first session of an orientation course, as in the CAP mathematics course, the results are sometimes subtly indicative of students' methods of prior preparation.

3. Identification and consideration of attitudes -- For successful completion of any educational experience, a student must have the desire to achieve. The manner in which a student takes and completes an examination often reveals his attitudinal readiness for academic study. Perhaps a student has the potential necessary to complete a course of study but is not yet ready to undertake it for various reasons. The diagnostic period can define this attitudinal state. Such factors as whether a student takes the examination, tries to complete it even if he is not sure of answers, wants to achieve, asks questions if he does not understand, is careful and selective in his responses, etc. indicate his present and potential attitude toward educational pursuits.

If a student is not "ready" to undertake serious educational work, identification of this attitude will help in referring him to another, more appropriate source of developmental experiences, or he may be requested to wait and return to CAP when he is more attitudinally prepared to accept the individual responsibilities that should be part of an educational setting.

4. Student motivation -- It is believed that a supplementary, but important function of diagnostic tests is to serve as a tool to arouse interest in a subject; i.e., to act as a motivational device.

If a student has adequately understood the purpose of the examination and finds he cannot answer all of the questions, he will often be sufficiently motivated to want to learn the correspondent material to be able to "know" the answers. In some cases, the identical diagnostic test is readministered during the middle of the semester and students are informed of this during the orientation period. Thus, they have an additional specific goal to work toward; to acquire specific knowledge in order to do well on the examination the next time it is given.

No test is valid unless:

1. its purpose is clarified;
2. it tests what is relevant;
3. its results can be applied.

1. Clarification of purpose -- Based upon their experience in dealing with the student population, CAP teachers believe that students must be informed about the purposes of all examinations that are administered. A more traditional view of testing may assume that students do not need to know why a test is being given. It may be assumed that it is sufficient for a student to take a test because it is for a grade, part of course requirements, or a competitive experience, etc. However, the CAP staff has found that an individual who has had unsuccessful educational exposure needs to understand the specific reasons for an examination, and performs better when he has this knowledge. Furthermore, it is essential to avoid attaching any punitive connotation to examinations. The staff also believes that CAP students need to learn to compete, but cannot do so until they have strengthened their own individual standards of achievement. This sets the stage for the competitive atmosphere that they will later encounter. In short, if they are to compete with others, they must first be able to compete with themselves.

2. Relevancy -- A test should always be designed to meet some specific goals. What do you want to find out? Is the test to determine present specific skill ability, potential skill ability, or what has been learned from a class session or homework assignment? A diagnostic test should not be used to teach new information, but it can serve as a tool to measure a student's application of learned material.

3. Application -- A test should not be administered unless its outcome is to be used. If it is not going to be applied there is no reason to give it.

How the results may be applied can be individually determined by the instructor, but it is crucial that the test serves some purpose.

It is essential to stress that the purpose of the diagnostic period is to evaluate the student's abilities and needs and is not a procedure to eliminate them from the program.

Unfortunately, the majority of CAP students have had negative experiences in their prior school experiences. They often believe that they can only "make it" in competition with others. They have not had the freedom to view testing as an evaluative procedure for their own benefit. As a result, they do not feel strongly enough, that doing well on a test is worth the effort. Furthermore, students often perform poorly in examinations because they are not sufficiently prepared in test-taking techniques, and they expect to fail. And finally, they have not been given a chance to learn the skills necessary to master the content of the examinations. If students are introduced to a program that really wants to help them prepare, and if they are shown that testing has specific reasons and rewards, all of which are geared toward helping them, they will accept testing and respond positively to it. They will embrace the opportunity to learn, which incidently includes success in examinations.

Test-taking and test survival is, therefore, not an end. It is a means of indicating whether a student can, in a disciplined framework, show evidence of his knowledge of learned information.

There are specific skills that must be assessed.

The CAP staff believes that preparation for the GED examination and college is a simultaneous one; that it is more effective not to isolate GED preparation on a separate skill basis, unless the goal of a program is solely GED preparation. When skills are identified and explained to students, it is important that they all be clarified in relationship to college preparation and success. Through experience, CAP has identified specific skills that must be assessed for a thorough diagnostic program in college preparation and high school equivalency training. These skills are:

1. reading comprehension;
2. written English patterns and usage;
    a. punctuation, particularly terminal punctuation and use of commas,
    b. compound sentences,
    c. appositives,
    d. subject-verb agreement,
    e. sentence fragments,
    f. prepositional phrases,
    g. parts of speech;

3. literary genre;
4. contextual vocabulary;
5. arithmetic operations;
6. fractions;
7. decimals;
8. percents;
9. verbal problems in mathematics on different levels;
10. algebra;
11. geometry;
12. ratio and proportions;
13. research techniques;
14. writing term papers;
15. study habits.

Section II: SUGGESTIONS ON HOW TO SELECT A FORMAT FOR DIAGNOSTIC TESTING

Standardized tests can influence the design of diagnostic tests.

When looking at standardized tests, consider the format and application of results. Since most standardized examinations seek to identify general aptitude, their format is designed to achieve this goal. If you wish to design a diagnostic examination to identify individual skill deficiencies, an analysis of the standardized format can guide you in developing a careful and appropriate design.

A look at the way in which the results of the standardized tests are used can be helpful in designing a diagnostic test to complete the assessment process. If you determine what areas the standardized test does not measure that you need to measure, you can design a diagnostic test to fit your requirements.

Diverse questioning methods should be used in diagnostic examinations so that students are exposed to various test formats.

CAP students need exposures to many test-taking techniques and formats because they will encounter such diversified approaches in college courses. These approaches include multiple-choice, fill-in, short answers, essay, true and false, generalized and specific reasoning processes and matching. In addition to providing preparation for college work, diversification reduces the routine and resultant boredom in test-taking.

An inherent difference exists between test designs for language arts and mathematics because of their unique skill components.

Since language arts courses attempt to improve students' verbal and written language proficiency, and mathematics courses focus upon the manipulation of numbers, symbols and concepts, different types of examinations must be designed to measure the different skills required in each area. In general, mathematics requires more mechanical skills than language arts, but language arts courses may use mechanical skills to achieve effective expression. Therefore, tests that are designed to measure mechanical skills are appropriate to both language arts and mathematics.

One important criterion for success in both language arts and mathematics, however, is a student's reading ability. It is often true that a student performs poorly in mathematics simply because he lacks adequate reading skills; e.g., he is unable to read directions thoroughly. When examinations

are designed for either subject, careful attention should be given to the wording of directions. Each direction should be stated separately, be easily comprehensible, and only include the words that are necessary to direct a student to think and to respond fully.

Multiple-choice examinations in language arts can test specific skills, while essay examinations test comprehensive practical knowledge and facility in written expression.

It is necessary to ascertain the student's specific skill weaknesses and strengths for a complete and accurate assessment of his language arts' proficiency. Two test formats are useful in diagnostic procedures to accomplish this assessment. Multiple-choice tests indicate the student's concrete knowledge and essay examinations indicate his ability to express himself based upon that knowledge.

It also seems that multiple-choice examinations are less threatening to students and they tend to enjoy making choices. If a multiple-choice test is given first, students seem to relax and are more inclined to respond positively to an essay examination that requires them to recall and use creatively more of their knowledge and ideas than the multiple-choice examination requires.

The multiple-choice examination also identifies specific reading skills; a necessary prerequisite for writing. Moreover, in some cases it is necessary to identify specific skills quickly, and the multiple-choice examination is the most efficient form to accomplish this.

Students tend to do better in multiple-choice examinations than in essay examinations.

Several factors may contribute to the relatively higher performance on multiple-choice examinations. First, they provide the opportunity for those students to do better who guess or who are adept in procedures of eliminating obviously wrong answers. Multiple-choice examinations also may stimulate students to recall facts that they simply learned by rote. In contrast to the multiple-choice examination, the essay examination requires students to synthesize many operations into one form which they must create. An essay examination is a test of a person's ability to express himself clearly via a common language. For most people, this is more difficult. Even though a student may learn to make correct responses, it does not necessarily follow that he will be able to express what he knows in the eassy form.

An essay examination is the most appropriate method to determine a student's ability to express himself in writing.

A brief essay is a means of detecting an individual's creativity and synthesis of specific skills in the written form. A student may be quite capable of expressing his ideas verbally -- an admirable and necessary skill -- but most of his evaluation in college will be based on his ability to express himself in writing.

Essay examinations are more productive if the students are permitted to select their own topics or if they are given a few topics to choose from. The orientation period seeks to provide a positive atmosphere in which the students are allowed to participate actively in the initiation of their own learning improvement, and offering them the chance to choose their essay topics adds to this effect. Some method of student selection of essay topics also increases their interest level. Although topics should never be arbitrarily imposed upon students, this does not eliminate the necessity for structure and guidelines which can and should be provided by the instructor. However, if you wish students to enjoy writing, permit them wide latitude in the selection of topics.

Essay examinations can be used as an assessment tool to supplement standardized test results. The results obtained from diagnostic testing, when added to standardized test scores, provide a more accurate picture of students' abilities.

Essay examinations can also be used to supplement appropriate guidance in the use of tutoring center material. With accurate identification of deficiencies in written skill, the students can be directed to use those tutoring devices that meet individual needs for improvement in specific areas of writing.

The diagnostic testing format for mathematics should include diverse forms of questions to measure specific skills.

Since more students have negative attitudes toward mathematics than toward language arts, a variety of question forms is necessary in mathematics examinations to spark and maintain student interest. Include such question forms as: fill-in; matching, word problems and diagrams.

Students often equate the value of an individual course of study with its practical application in their everyday living experiences. Although they must do arithmetic operations everyday; e.g., to earn and spend money, some students think it is unnecessary to go beyond basic arithmetic

knowledge. Language arts seems more useful to many students because written and oral communication is constantly needed. Providing less routine question forms in mathematics diagnostic tests may stimulate students' interest and help them to see more value in studying mathematics.

The Advanced Battery Stanford Achievement Test has proven to be a most effective assessment and grouping instrument.

The Stanford Advanced Battery is a comprehensive diagnostic test appropriate for most levels of adult education. Probably the most outstanding aspect of the battery is its high correlation with high school equivalency readiness (as verified by our own experiences). Many times it is not necessary to administer the entire battery. When combined, the "Paragraph Meaning" and "Arithmetic Computation" components for example, become a diagnostic instrument capable of grouping students into independent ability levels with considerable accuracy.

Section III: SUGGESTIONS ON HOW TO ADMINISTER DIAGNOSTIC TESTING

The administration of a test contributes to, and often determines its value.

Students perform better if the environment is conducive to test-taking; that is, it should be a quiet, well ventilated room with comfortable chairs, adequate writing areas and a sufficient supply of paper.

The directions on all examinations should be simple, clear and easily readable. If duplicated materials are used, they should be printed clearly. Students often need to learn, and should be taught that it is their responsibility to bring pens.

The instructor should devise a quick efficient method of distributing and collecting the examinations. The instructor should also respect the students' integrity, but he will need to supervise the test-taking period. He should be alert and prepared to answer questions when they arise during the examination.

If a good test-taking environment is presented initially to the students, it is probable that they will respond positively to their next testing experience.

Uniformity in an informal atmosphere is essential to the administration of tests.

Although an informal atmosphere seems to encourage more productive results in diagnostic testing situations, it is essential to have uniform requirements for all students in the testing situation in order to determine individual skill differences. In other words, diagnostic tests are designed to find out how each individual performs in one specific skill area, and to accomplish this goal the tests must be administered under identical conditions for all students.

The language arts examination, particularly if it is in the essay form, seems to produce better results if given after several class meetings rather than at the first meeting.

Upon entrance to the project many CAP students find the essay form of diagnostic testing more difficult and frightening than multiple-choice examinations. But after a more trusting and informal atmosphere has been established, the students appear to enjoy the opportunity to identify their present skill strengths and areas in which they need skill improvement. Therefore, they respond more freely in writing after several class meetings than they do in the first meeting.

Quizzes and progress tests are optional in the language arts orientation program. In mathematics they seem to be necessary, but they can be left to the individual preference of instructors in language arts. If they are administered they should be based on homework assignments.

Although quizzes and progress tests are optional in language arts, the essential point is that they should not be administered unless they are an outgrowth of classwork or homework, which serves as a reinforcement of class study. A clear relationship must be established between class study, home study and testing. This will facilitate the students' logical comprehension of the subjects that they study and will give meaning and purpose to the elements of study.

The initial mathematics examination is most useful when it is administered during the first two sessions.

Since students are usually accustomed to the mechanical format of mathematics tests, it is possible to administer the diagnostic examination during the first two sessions. An early testing schedule is desirable, because it permits students to be placed in appropriate classes quickly. CAP mathematics courses are arranged in four homogeneous levels, ranging from beginning to advanced classes.

Brief daily quizzes on mechanical problems impress upon the students the need for home study and adequate preparation. Thus, quizzes encourage the review of arithmetic operations. They also provide continuous data for regular assessment of student performance in specific skills.

A progress test is extremely helpful in mathematics orientation programs and should be given during the last session.

The need to group students into four distinctive levels requires a variety of evaluation methods. A progress test administered during the last session of orientation serves as a summation of the material that was reviewed during orientation, and as a final assessment procedure for the forthcoming semester.

Section IV: SUGGESTIONS ON HOW TO INCORPORATE STANDARDIZED TESTING IN ASSESSMENT PROCEDURES

Standardized test results establish comparisons of the students' academic achievement with national norms. This comparison has several advantages.

Standardized test scores help to predict the students' performance on other standardized tests such as the high school equivalency and SAT examinations. Also, as a training program develops credibility with the colleges in its area, its standardized scores often will be accepted in lieu of SAT scores. Furthermore, a comparison can be made between the students in the program and other people entering college or a particular job field.

Within the operation of training programs there are additional uses for standardized testing. Since most published education materials are geared to specific normative levels the scores help to determine which published materials will suit the students best, both in group classes and in the tutoring center. Finally, the scores help to assign students into ability level groups for instruction.

Readministration of standardized tests at the end of a cycle has several important purposes.

A student's progress in test-taking methods can be determined by comparing his initial and final test scores. At times, a student may have made academic progress that was undetected in the classroom but will evidence itself in a standardized examination. This progress result can further aid in the decisions about a student's equivalency and college readiness, as well as contribute to an overall evaluation of his program performance. Finally, standardized pre- and post-training tests can contribute to the supportive data which you need to ensure the survival of your program.

Standardized test-taking prepares the students for similar situations on the high school equivalency and college placement tests.

The techniques of test-taking are standard elements in the preparation of CAP students for the equivalency examination, but the courses which contain this instruction rarely place the student in an actual test situation under pressure before the equivalency examination itself. Such an experience can yield critical diagnostic indications of each student's reaction to test-taking and can alert teachers and counselors to particular student needs.

Standardized testing can be a useful tool if it is put in its proper perspective as one of several diagnostic instruments.

The arbitrary and insensitive use of standardized testing has led some educators to favor its total abandonment. This reaction occurs because the tests are often employed as the sole criterion for the admissions, labelling and tracking procedures of traditional institutions. But when viewed as only one of several assessment tools, standardized tests can serve to strengthen a program. For example, CAP tests are used in the admissions procedure, but a balancing element of that procedure is an interview conducted by a counselor. Similarly, standardized tests are used to help group CAP students, but again the procedure is supplemented – in this case by teacher-made diagnostic tests and the students' performance in orientation.

An achievement test is preferred to any intelligence quotient test to fulfill the functions listed above.

I.Q. tests are neither measures of achievement in skill development nor meant to show student progress over a given period of instruction. Furthermore, low scores on I.Q. tests may have serious negative effects on the expectations of both teachers and students. For these reasons, the I.Q. test is not a viable diagnostic tool in the CAP context.

Standardized achievement tests, on the other hand, are aimed at identifying academic skills and can be used to measure improvement after instruction is provided in particular areas. A low score on such a test can be discussed as an indication of a student's need to improve specific skills and not result in stigmatization of low intelligence.

If a test is standardized, it should be administered in a uniform manner according to its own instructions. Procedural informality too often negates the results and frustrates the students.

Standardized tests are given in order to make an accurate assessment of the students' skill levels. Informality and lack of attention to instructions in the administration of standardized tests can prevent an accurate assessment of skill levels in two ways. First, if students do not understand the instructions they may make errors that prevent an accurate reflection of their skill level. For example, students should understand that it is a permissible and efficient practice to leave a question that gives them difficulty and go on to questions they know. Second, if students perceive that the staff treats the test informally they may expend less effort than they would in a formal testing atmosphere.

The results of tests and an adequate explanation of their meaning should be shared with the students.

It is a new experience for many students to have their results on standardized tests shared with them. Unfortunately, in the schools from which many students came, these results were kept in locked files by their counselors. The sharing of test scores at CAP gives the students a picture of their particular academic needs and creates an atmosphere quite different from their prior educational experiences. The high degree of openness between counselors and students which contributes to the success of CAP is exemplified by this discussion of scores.

When discussing scores with students and when recording test results for programmatic purposes, standard scores should be used rather than grade scores, if possible. The experience of CAP which leads to this suggestion is that grade-level scores tend to have a negative effect on the student. A student can be told without damage to his ego that he received a standard score of 40 in reading and that he must improve to a 50 before being ready for college. However, if the same student is told that his reading is at the sixth-grade level, he may feel that he has been accused of some sort of immaturity and belongs in elementary school. All subsequent explanations of grade-level scores cannot totally erase that response and it should not be risked.

Section V: SUGGESTIONS ON HOW TO ANALYZE AND APPLY DIAGNOSTIC TESTING RESULTS

At the end of the orientation period, it is particularly helpful to hold a staff meeting to discuss and analyze diagnostic information that was gathered about the student population.

The teachers and counselors should share their evaluations of the students' academic and attitudinal readiness for the forthcoming semester. All staff may attend a general meeting for this purpose, or separate meetings may be held for the staff of individual subject areas. Regardless of the organization of these meetings, a joint consideration of the assessment results is important to make crucial decisions about the future of specific students in the program. For example, if a student has not performed adequately or has indicated that he is not ready to accept the responsibilities of academic study, he is terminated. Often a student who is terminated is referred to a more suitable educational situation, but sometimes he is requested to re-apply to CAP at a later date.

The number of students who are terminated at the end of orientation is minimal. However, the CAP staff believes that this preparatory period does provide all staff and students with an accurate indication of the students' probable success in the program and no student is helped by being allowed to continue if it is predictable at this point that he will not complete the CAP course of study.

In order to make a comprehensive evaluation of a student's performance during orientation, the following factors should be considered:

1. *diagnostic and progress tests;*
2. *quiz grades;*
3. *homework;*
4. *class performance;*
5. *attendance;*
6. *attitudinal clues;*
7. *counselors' reports;*
8. *potential as indicated by learning rate.*

The CAP staff believes that an accurate evaluation is possible only if all of the above elements are included in the assessment of an individual student. Students are, therefore, allowed a variety of means to indicate and to improve their needed skills.

Standardized numerical grades should be avoided during orientation.

CAP students are all too familiar with numerical grading systems and, more often than not, have negative feelings toward them. Since the period of orientation is an attempt to provide a disciplined, yet informal, introduction to the CAP educational setting, progress evaluation should be done by using other, less rigid methods; e.g., word evaluations.

Students' examination grades should be indicated by the number right out of number given rather than by the number wrong out of the number given.

Students appear to gain more when they are given a clear indication of how many questions they got correct out of the total number that was presented. Presenting grades in this positive way is an indication to the students that the teachers have high expectations for them.

Word evaluations are helpful.

When word evaluations are employed, the selection of words and the identification of what comprises a specific evaluation category are important. Words, such as "poor," "average," "good," or "excellent skill," seem to provide meaningful information for students, but they need to be explained in relation to specific subjects.

A useful evaluation technique is to allow students to criticize and mark homework assignments.

When given the opportunity to criticize, students are often the most severe critics. By evaluating the work of their peers, students tend to become more critical of themselves and, subsequently, more analytical in the application of their own reading and literary skills.

A cooperative effort is established when students mark their own homework or exchange their homework with other students for marking which can contribute to viewing the entire evaluation procedure as a natural process.

Homework and all examinations contribute more to the learning process if they are reviewed by the instructor and students. This review should be informal and should be always done immediately after the work is produced.

When students are requested to do home study assignments and to prepare for examinations, the work deserves and needs review if it is to be

effective and purposeful. Moreover, the manner in which the work is reviewed affects the value of the review. Review should also be used to reinforce learning and not just to inform a student that he did well or poorly. Therefore, both students and teachers should participate, and all examinations and assignments should be reviewed consistently within a reasonable amount of time. Otherwise, much is forgotten

SECTION VI: SUGGESTIONS ON HOW TO GROUP STUDENTS ON THE BASIS OF ORIENTATION ASSESSMENT PROCEDURES

The Stanford Achievement Test is a helpful tool to classify students initially according to loose homogeneous groupings in the beginning of orientation.

In order to design orientation courses for a large student population (approximately 340 students), it is necessary to determine the most effective groupings to facilitate careful assessment. A standardized test yields general aptitude information which may be used to form loose homogeneous groupings; i.e., students with relatively similar academic abilities are scheduled together.

The initial mathematics groupings are more beneficial if they are done on a loose homogeneous basis, whereas the language arts groupings are more beneficial if they are done randomly.

Because of its skill components, mathematics classes proceed more efficiently if they are loose homogeneous groups. This type of grouping permits the mathematics instruction to occur at a quicker pace and to build upon the students' present abilities and potential.

The language arts groups are formed preferably by random assignment of students because students of all skill levels seem to learn from each other in a common endeavor to develop language arts skills.

Group divisions are effective only if they are fully explained and understood by students, teachers and counselors.

Too often, a program arbitrarily decides on class groups with no rationale. If groups are to be formed, and they are necessary in a program with more than 30 students, all the individuals involved should understand the rationale and contribute to the composition of the groups.

The distinct academic levels of the groupings provide a frame of reference for the students to judge their progress and to evaluate their work. The teachers and counselors establish the criteria for each group and decide which group is best suited for individual students.

Group divisions can serve as a motivational device.

Through involvement with distinct groups, students may develop individual aspirational levels. Although competition with others is not a

primary function of CAP, it gives students the opportunity to become more aware of their potential and their needs vis-a-vis other students. It also presents content and the skill components of a subject as a progressive procedure; e.g., to perform algebraic computations that are offered in Mathematics III and IV, it is necessary to master arithmetic operations that are offered in Mathematics I and II. Hence a perspective is provided.

In language arts a two level distribution has proven adequate.

1. *Composition I*
2. *Composition II*
3. *Literature I*
4. *Literature II*

1. Composition I -- This group consists of low achievers who require intensive guidance in mastering the basic fundamentals of grammar. These students need to improve their skill in the parts of speech, punctuation and with sentence construction and patterns. The emphasis of the work in this group is placed upon paragraph building and the distinction between slang and formal or standard language usage.

2. Composition II -- This group consists of average and above average achievers whose knowledge of grammar and effective written expression is above a basic level. Although much of the content is the same in Composition I and II, the work in Composition II progresses at a faster rate and on a broader basis. The difference between the two groups is that basic grammar is taught in Composition I, and in Composition II it is reviewed. The emphasis of the work in Composition II is placed upon vocabulary building, synonyms, antonyms, outlining and the development of descriptive, argumentative and critical essay writing.

The focus of this course is to involve the students with their environment through writing critical reviews of newspaper articles and essays about significant problems in their social environment.

3. Literature I -- The students in Composition I also take Literature I. They are introduced to all genre of literature and literary devices such as metaphors, epigrams, paradox, allegory, etc. The number of genres are increased steadily as the students' ability permits. They will attempt summarizing, criticizing and evaluating various poems, short stories and plays.

4. Literature II -- The students in Composition II also take Literature II. These students can express themselves with cogency and grammatical accuracy. All genre of literature and literary devices are also covered within the context of poetry, short story, drama and novel. A term paper is mandatory.

In mathematics four distinctive levels are effective:

1. *Mathematics I – slow pace – basic arithmetic and algebraic relationships;*
2. *Mathematics II – moderate pace – basic concepts or elementary algebra;*
3. *Mathematics III – faster pace – structure of algebra and problem solving;*
4. *Mathematics IV – faster pace – rapid review of elementary algebra, intensive coverage of intermediate algebra and trigonometry.*

Other divisions of students into groups is accomplished best when the students' performance and attitudinal readiness are completely evaluated.

Careful assessment of the students' abilities lead to appropriate groupings when the full cycle of academic course study begins.

The determination of skill levels in both language arts and mathematics establishes the basis for more accurate homogeneous groups for the rest of the semester. This helps to avoid the need for remedial work later in the semester.

During the ten-day orientation period, CAP students are given the opportunity to review information they may have forgotten and to learn introductory material that might otherwise have to be included in the regular semester curriculum. Thus, a firmer understanding of individual student skills in relationship to other students' skills is obtained and leads logically to the establishment of more accurate homogeneous groupings for the semester. Accurate assignment of students to homogeneous groups can help you to eliminate the need for remedial work later in the program.

Section VII: SUMMARY

Sound assessment procedures are required to meet the diverse evaluation needs of the entire training program. The results of assessment are of concern to teachers, counselors and administrators and should always be shared with the students. The procedures in this monograph have proven to be feasible in the creation of successful assessment procedures at CAP, and are presented as guidelines to establish assessment procedures in similar training efforts. Some of the procedures and considerations presented here may not be appropriate to training projects that have different goals from CAP. However, a general guideline for all training projects is: It is essential to define the fundamental goals of the program and to develop assessment procedures which reflect those goals.